Train the Internet Trainer
Workbook Contents

Introduction

i) The Course

The **aim** of this course is to assist library staff to provide effective training to other staff and community members, particularly in how to use the Internet to meet their information needs. To achieve this aim we will look at the **Training Cycle,** i.e. the steps required to develop, modify and deliver a training program. Where appropriate, we will be referring to resources available on the Internet including the BHP Billiton skills.net course “Getting Started on the Internet” at http://publib.slq.qld.gov.au/getstarted
We will discuss how the slides and presenter’s notes can be modified to present the course in your library. Although we are using the Internet as the subject for this course, the general training content could be applied to any subject.

The **objectives** for this course are that at the conclusion of this training program all participants:

- will be able to identify training needs in their community
- will be able to identify and locate training resources available on the Internet
- will be able to use/modify the BHP Billiton skills.net course "Getting Started on the Internet" and its related materials to deliver introductory Internet training to library staff and community members
- will be able to deliver training to a variety of clients
- will be able to market and promote training effectively
- will be able to evaluate training

ii) Disclaimer

The course has been developed using some of the concepts presented in the Certificate IV Workplace Assessment and Training Course. It is not intended as a substitute for obtaining this qualification. For example, the Certificate IV Workplace Assessment and Training Course includes an entire module on developing assessment and requires participants to prepare and deliver several training sessions.

iii) The Training Cycle

Training is not just a singular event as it is often thought of. In reality training is part of a continuous process which begins with identifying a training need. This process is known as the training cycle.

The five steps of the Training Cycle illustrated in Figure iii on the next page are as follows: -

1. Identifying & Analysing the Training Needs. Information is gathered about the three levels of training needs – the organisation, the job and the individual.

2. Planning & Designing the Approach. Training program aims and objectives are developed.

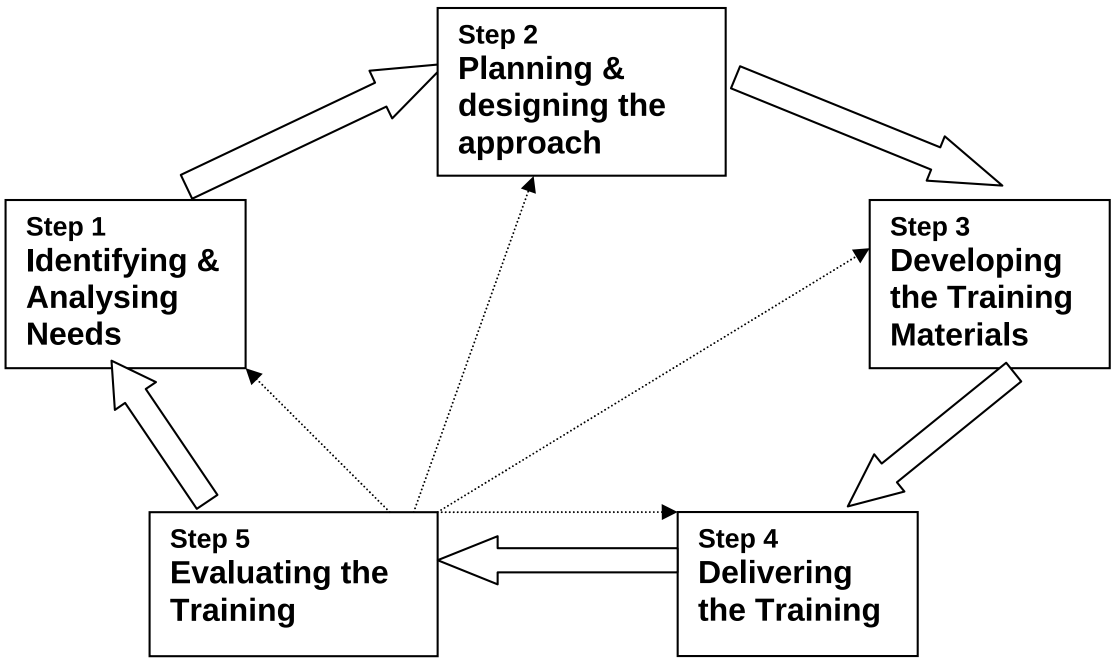
3. Developing the Training Materials. Session plans and training course resources are prepared.

4. Delivering the Training.

5. Evaluating the Training. The evaluation should include the presenter's performance, the course resources and where possible the ability of the trainees to implement their new skills on the job.

Each step follows on from the previous one. In addition the Evaluation stage should cycle back into all of the other stages, as it is an on-going process.

Figure iii - The Training Cycle



Step 1

Identifying & Analysing Training Needs

Objective:

By the end of this session participants will be:

- able to identify library staff training needs by using the State Library of Queensland's Training Templates available on the website at: http://www.slq.qld.gov.au/serv/publib/profdev/training/temp
- able to identify Internet training needs for your community

1.1 Identifying Training Needs for library staff

In any organisation, business or company there are three levels of training needs: the organisation, the jobs and the individual staff members. If we were establishing a training program we would need to investigate the training needs of all three levels.

Organizational training needs would be identified through processes such as analyzing the strategic and business plans of the organization. These documents would provide information about any major changes being introduced such as new computerized systems.

Training needs would be identified on a job level by conducting a job analysis i.e. examining the job description/role descriptions/duty statements and current work policies and procedures.

Training needs at a staff level can be identifyied by using a combination of the following:

a) Reviewing performance appraisals
b) Distributing questionnaires to all employees
c) Conducting one to one interviews to investigate in more detail specific areas identified for training on the questionnaire
d) Observation in the workplace e.g. Observing the way that telephones are answered
e) Reviewing exit interviews
f) Conduction assessments e.g. Testing data entry speeds

A simpler model for identifying training needs is by asking a series of 4 questions (From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996):

a) Does a problem exist? (identifying the problem)
b) If it does exist, is it a problem which concerns training? (seeking a solution)
c) Can training help? (applying training)
d) What should training seek to achieve? (setting objectives)

- State Library of Queensland has developed Training Templates – Learning & Development Plans - to assist library staff working in public libraries to identify training needs for their staff and is available at: http://www.slq.qld.gov.au/serv/publib/profdev/training/temp - they are available from Level One to Level Six.

Exercise1.1 - Identifying Training Needs for Library Staff

Have a look at the Learning & Development Plan and note the range of skills, divided into areas e.g. Customer Service, Interpersonal and Communication etc. These can be found in Appendix.

1.2 Identifying training needs for your community

For current library users

Library staff working in public areas will have a good idea about what training is required by recalling the types of questions asked at the reference desk etc. Gaps in customer's skills and knowledge will be noted by staff. Add to this any specific requests for training and you already have gathered information about the types of training that would be useful.

Identifying needs can be achieved in an informal or formal way by e.g. through discussion with the client at the reference desk or by preparing an in-house questionnaire or by simply advertising the fact that you will be offering training on your notice board and ask for feedback.

To deliver training programs, which meet the needs of library clients, you need to correctly identify their training needs. You also need to ensure that the course they are attending will match their training need. For example, it is not useful for clients to attend a "Getting started on the Internet" course when what they really need is how to do advanced searching on the Internet or how to use email.

It is also important to remember that as trainers, it will be easier to train a group who has similar skill levels and identifying the course which best meets their needs will assist in the delivery of the training.

Spending a few minutes with clients and asking them a few questions is probably the best method to use to correctly identify their training needs and skills.

For non-library users

As a profession we are very good at preaching to the converted but remember that by offering training at your library you have a carrot to attract members of your community who do not use the library. Make contact with them by advertising in places outside the library e.g. school library newsletter, local radio, local newspaper if you have one, letter-box drop.
If you encourage them to join when they attend the training then you have achieved a dual purpose.

For community groups

Identify community groups through your local phone book, the Community Development Officer in your council or through local publications. Make contact, advertise in their newsletter, go along to their meeting and make them aware that you are offering training and seek their feedback. This is a great way to contact maximum numbers with minimal effort. It is also a great way to target a particular group e.g. young people.

For your Council

The library has an important role to play as a link between the council and information. It is your opportunity to shine and raise your library profile if you can take a proactive role. Find out if council staff are accessing the Internet for information and if they need training by asking people informally or by sending out a questionnaire. Use the information gathered to choose a suitable course and then promote the training.

1.3 Analysing training needs

Before developing (or modifying) a training program, we need to work out who requires what training in each program. For example, some library clients may have good basic internet skills but want to learn advanced searching techniques. Others may be interested in how to get started on the net, while others may be interested in learning about internet resources focusing on a particular topic e.g. Health and Wellness on the web.

1. A formalized way to ensure we allocate sufficient resources to each training program would be to prepare a **Trainees Profile**. An informal way is to gather this information at the start of the course.

2. The Trainees Profile also assists us to ensure the training needs are met by identifying the content we need to include in the training program.

3. A trainees profile might include information such as:
    - Level of education
    - Previous experience/training attended, mouse and typing skills
    - Language spoken, specific interests and special requirements
    - Reasons for attending the training
    - Times able to attend the training
    - Contact details in case you need to change the time of the course or the day etc.

Step 2

Planning & Designing the Approach

Objective:

By the end of this session participants will:

- be aware of the different avenues available for researching a training topic
- be able to differentiate between an aim and an objective and understand their importance

2.1 Research

Once Management have agreed to allocate the resources required to provide the training program or course, the trainer needs to decide if they have sufficient knowledge about the subject to deliver the training. For any training program to be successful the trainer must have a thorough knowledge of the subject/s being presented.

The trainer may research the subject by using one or a combination of the following methods: -

- Searching the Internet.
- Reading relevant books, magazine or journal articles.
- Discussing the subject with other staff with specialist knowledge.
- Obtaining copies of current procedures.
- Locating the user instructions distributed with the equipment when purchased.

Identifying training courses available on the Internet will be covered in Step 3.

2.2 Developing Aims and Objectives

The next step is to develop training program or training course aims and objectives.

Aims provide a statement of purpose or general intent. You may have one aim for a training session of short duration (1 or 2 hours). Some examples of aims:-

- By the end of this course you will be able to operate the new photocopier

- At the conclusion of this course you will have an awareness and understanding of how to use the Helpdesk software

The next thing to do is develop training course **objectives**. The objectives give the trainees the directions the course will follow to achieve its outcome/s or aim/s and they should state as specifically as possible the after-training result that the program is intending to achieve. This includes what will change, who will change, under what conditions and to what extent. The objectives should also directly relate to any evaluation you intend to apply.

To develop the objectives you might spend a few minutes brainstorming the steps needed to reach the goal/s or aim/s of the training program/course. As a generic example we have chosen the topic of using the new photocopier. To be able to use the new photocopier correctly trainees will require an understanding of the following: -

1. How to use the features of the photocopier - eg. making copies lighter or darker, collating & stapling photocopies, enlarging & reducing photocopies.

2. How to maintain the photocopier - eg. restocking it with paper.

3. How to use the procedures to solve problems with the photocopier - fixing paper jams or when to report a problem to the photocopier service provider

Now that the steps have been identified we need to write the objectives which will state how we will measure the performance of the skill. In the examples below we have written the objectives by dissecting them into 4 parts. The *action word* is a verb. The *item* is a noun, usually something we are discussing in the training session. The *condition* is what is given and describes any variables and the *standard* is the measurable criteria.

Objective 1 - By the end of this session the trainees will be able to

Use
(*action word)*

the features of the photocopier
(*item)*

with the aid of the instruction booklet *(condition)*

with at least 95% accuracy *(standard)*

Objective 2 - By the end of this session the trainees will be able to

Maintain
(*action word)*

the photocopier
(*item)*

with the aid of the instruction booklet *(condition)*

to enable the photocopier to be used 98% of the time

staff are at work *(standard)*

Objective 3 - By the end of this session the trainees will be able to

Identify
(*action word)*

the photocopier problem
(*item)*

with the aid of the instruction booklet and procedures *(condition)*

and take the correct course of action to solve the

problem without error *(standard)*

You may like to choose from the following lists of action words and equipment condition and standard statements when writing objectives for future training courses: -

Action Words

arrange	assemble	build	calculate
choose	count	demonstrate	describe
design	identify	illustrate	indicate
label	list	match	modify
name	perform	plan	rearrange
recite	rewrite	run	select
separate	solve	state	translate
type	underline	use	write

Equipment Condition Statements

Given a checklist, notes and a manual
Under simulated conditions
Using all of the parts
Using any equipment needed
Using the machine practiced on
Using your notes
Without error
Without the use of a manual
Without the use of a checklist

Standard Statements

At least 8 out of 10 attempts
At least…………………………within an hour
At………………………………per hour
Given a checklist, notes and a manual
Given procedures…………….
Not acceptable if health and safety procedures are violated
With at least……………………correct
Within…………………………...minutes
Without error
With no more than …………….errors

Why it is important to develop clear aims and objectives

- Clarity for trainers – knowing the aims and objectives of the course gives the trainer a clear guide to stay on task and provides the framework for the trainees to complete the evaluation form.

- Clarity for trainees – ensures when they are booking into a course that it will meet their needs.
- Managing upwards – clearly stated aims and objectives allow you to report on your training and what the outcomes of the training were.

Step 3

Planning & Designing the Training Materials

Objective:

By the end of this session participants will:

- be aware of different learning styles and principles of adult learning
- be able to write a session plan and cover sheet
- be able to list 10 factors that should be considered when selecting a training venue
- be able to locate training resources on the Internet

This step is concerned with planning the content of each session in the training program. This may be either developing content for a new training program or modifying the content of an existing program.

3.1 Learning Styles and Principles of Adult Learning

Before we begin developing session content we need to remember that effective training programs incorporate a variety of training strategies which take into account:

- Trainee learning styles
  There are four main learning styles:
    - Auditory – lectures, audio tape or questions and answers.
    - Visual – books, videos, graphs or pictures.
    - Kinaesthetic – role plays or hands on experience.
    - Combination of the above.

- How trainees learn
  Research indicates that learners learn:
    - 10% of what they read.
    - 20% of what they hear.
    - 30% of what they see.
    - 50% of what they both hear and use.
    - 70% of what they say.
    - 90% of what they say and do.

- **Trainees will learn faster when seeing and hearing is combined with doing!**

I hear and I forget
I see and I remember
I do and I understand
Confucius c. 450 BC

Key principles of adult learning

(From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996 & from G. Kroehneet, *Basic training for trainers,* McGraw Hill Book Co, 2000):

- **Learning is a voluntary process** - Just because someone attends training unfortunately does not guarantee that they will learn anything. While it is the trainee's attitude that will decide how much is learnt, it is the trainer's job to make him want to. The onus is on the trainer to make the subject matter interesting and relevant so that everyone attending receives something of benefit.
- **Learning builds on existing knowledge** - Adults understand new information more effectively when it is related to their existing knowledge. E.g. use examples based on jobs in the workplace – or related directly to users internet/computing experiences
- **Learning moves from the simple to the complicated**
- **Each person learns at his or her own pace**
- **Multi-sensory learning** - Applying a variety of presentation techniques and activities will develop a better understanding of the session content.
- **Practice and reinforcement** – always allow time for trainees to apply the new knowledge and skills
- **Feedback** – this needs to be a two way process between the trainer and the trainees. The trainer needs to obtain feedback from the trainees to determine how they are progressing while the trainees need feedback from the trainers to correct any errors.
- **Adults learn best by doing -** Adults learn more quickly when they are actively participating in the learning process.
- **Perceptions** - example with face with old lady/young lady.

- Some people will see one and not the other. Thus if you are talking about one and the trainee can only see the other then a barrier to learning will have been constructed. It is important to clarify any perceptions trainees may have
- **Information given needs to be in context** - It is important to provide the big picture before training gets too involved with details
- **Chunks** - For maximum information to be retained by the trainee, we need to give the information out in chunks

- **Sequencing** - How we sequence information effects how people relate and understand that information
- **Amount** - the amount of information (particularly irrelevant) effects learning. Stick to the essential facts.

Trainee Activities

The trainee activities selected should support the achievement of session objectives. Trainee activities provide an effective way for participants to develop new skills (student practice) and/or acquire new information (group discussion). In addition trainee activities enable some of the principles of adult learning to be implemented.

Some examples of trainee activities used in the BHP skills.net course delivery are:

- Discussion – the trainer may throw a question to the group for open discussion. It is the trainer's role to guide the discussion, ensure everyone who wishes to offer an opinion is heard and to encourage the quiet participants to join in. Discussion is a valuable activity, just keep an eye on how much time you can allow for it and still deliver all the course content.

- Exercises - it is important for participants to have a break from sitting in one place. Apart from tea and lunch breaks, make time in your session for some of the exercises recommended for people sitting at computers. For more information see http://pages.britishlibrary.net/blwww3/deskexercises/

- Trainee practice – a good activity to use in conjunction with a demonstration. Trainers and trainees discover if new skills can be used effectively. The value in offering a course hands-on is the opportunity for participants to practice their skills. Ensure that you build practice opportunities into the course.

3.2 Session Plans

Most trainers develop session content by using a session plan. A session plan assists by: -

- allowing trainers to check in advance that the session content is relevant to the trainees' needs and that the intended methods of delivery are suitable.

- acting as a checklist to remind trainers what aids and resources are required to run the session/s

- acting as a guide so someone else can deliver the program/s or session/s

There are many different ways of organising session plans. Examples of a completed session plan cover sheet and a session plan for the training course "Train the Internet Trainer" are shown below.

Figure 3.2.1 Example Session Plan Cover Sheet – Train the Internet Trainer

Date: 11 March 2004

SESSION PLAN

Topic: Train the Internet Trainer

Objectives:

By the end of the course participants will be:

- able to identify training needs
- able to identify and locate training resources on the Internet
- able to deliver training to a variety of clients
- able to market and promote training effectively

Length of Session: 4 hours **No. of sessions:** 1

Total No. of Participants: 8

Entry Requirements: desire to conduct training

Trainer Preparation :
Book venue, book datashow, arrange catering, photocopy workbooks/handouts

Resources Needed for Trainees : workbooks, 3 key principles handout, Learning diary

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Figure 3.2.2 Example Session Plan – Train the Internet Trainer

Session	**Key Points**	**Time**	**INCLUDE/ DON'T FORGET**
Welcome and Introduction	• Prior training experience ***ACTIVITY 1** • Facilities & fire exits • BHP courses – spend time looking at	10 am	**QUALITIES interactive – discussion, questions** **WHS exercises** **Put urn on in time for morning tea**
Objectives Context	• What are they? • Why is training critical • Why train and what's in it for me? • Barriers to training • Strategies to solve	10. 20	
What is training Training Needs Analysing Needs	• What are they • Training Cycle • For different groups in your community	10.40	
Research	• Netlinks • Online databases	10:55 – 11:15	
MORNING TEA 15 minutes			
	• Continue online db practice • Aims and objectives	11:30	
Designing content	• Principles of adult learning ***ACTIVITY 2** • Session Plans • What is on the Internet ***ACTIVITY 3 Draft Session Plan**	11:45	**When I …** **Check lunch has arrived**
Modifying content	• Time, participant's ability, technical issues, local content	12:00	
Delivering training	• Training aids • Venues + exercises • Trainer preparation • Promotion	12:30	
LUNCH BREAK 1:00 – 1:30			
Delivery continued	• **ACTIVITY 1 – POST LUNCH OR LATER** • Tips for delivering • Building rapport • Avoid at all costs • Managing personality types • Handling stress	1:30	
Evaluation	• Why? • Self evaluation	2:15	**Hand out eval. Sheet**
Conclusion	• Where to from here/how to stay up to date • Summary of what we have covered	2:45 – 3:00	
TRAINEE RESOURCES	• Workbooks • Handouts • Morning tea/lunch supplies/teabags		
TRAINER RESOURCES	Backup situation covered • Check equipment is available/ working		**Ohp slides Printed h/out**

Figure 3.2.3 Example Session Plan Cover Sheet

Date: ___________

SESSION PLAN

Topic:

____

____

Objectives:

- ____
  ____
- ____
  ____
- ____
  ____

Length of Session: _____________ **No. of sessions:** _________________

Total No. of Participants: _____________

Entry Requirements:____

____

Trainer Preparation :

____

____

Resources Needed for Trainees :

____

____

Figure 3.2.4 Example Session Plan

Time (minutes)	Content	Presentation Technique	Trainee Activity	Training Aids Required
Introduction				
Body				
Conclusion				

Below are notes to consider when looking at session plans.

3.2.1 Time and Content

Each session is comprised of three segments: the Introduction, the Body and the Conclusion.

The Introduction should occupy about 5-10% of the session time. To stimulate interest in the training and reduce anxiety among the trainees the trainer should introduce himself or herself and discuss the following:

- location of the facilities and the fire exits.
- session length.
- session objectives.
- reason/s for attending the training.
- session structure.
- the links between this session and previous sessions, if appropriate.

You may also ask the trainees to state why they are attending the course. If they have not met previously you may organise an icebreaker exercise to assist with the development of group rapport.

The Body should occupy about 80-90% of the session time. During this part of the session concepts and ideas are taught and explored, attitudes are examined and skills are demonstrated and practiced. Relevant activities can assist trainees to acquire new knowledge and learn new skills.

The Conclusion should occupy about 5-10% of the session time. The trainer should: -

- restate the session objectives and recap what has been learnt.
- indicate where trainers can obtain assistance if required and if further training is planned.
- answer any questions from trainees.
- thank trainees for attending.
- lead into the next session (if appropriate).

Developing training materials and ensuring that they are kept up-to-date is a costly exercise. and trainers should be aware of the training resources available on the Internet, both from State Library and other sites.

Training Materials available online from State Library of Queensland

http://www.slq.qld.gov.au/serv/publib/profdev/training/opal

These workbooks have been developed, as part of the OPAL initiative, to deliver training to public library staff. They have not been designed for use as self paced instruction manuals but are intended to be used in a workshop environment with guidance provided by trainers.

The workbooks have been made available on the Internet to assist staff with course selection and enable public library staff to run in house training courses if required. Workbook content will be updated as courses are presented as part of the OPAL Training schedule. Feedback on the courses is welcome.

Train the Internet trainer [new window 1.066 MB]
For new and experienced trainers wishing to develop and enhance their skills and knowledge in order to provide effective community training.

http://www.slq.qld.gov.au/__data/assets/word_doc/12803/FindingInfoJan05.doc
Finding information in the 21st century
http://www.slq.qld.gov.au/__data/assets/word_doc/11621/finding_info_workbook.doc[new window 2.73 MB]
Interactive course providing new and experienced staff with enhanced searching skills and awareness of the latest resources including online databases available from the State Library.

Family History resources [new window 978 kb]
Introduction to tracing your family tree via the Internet. Includes a workbook to help you select the best State Library and web-based resources.

Newspaper & Current Event Resources on the Internet [new window 1.3 MB]
The aim of this workbook is to use newspaper and current events sites on the Internet to answer the types of questions patrons could ask in your library.

Getting Started on the Internet [new window 1MB]
Anyone interested in finding out about the Internet is encouraged to attend this practical 'hands-on' session. We will cover the basics, explain some of those mysterious terms and get you started as a 'net' user.

Emerging Technology [new window 362 kb]
Blogs, wikis, RSS, XML, aggregators, newsfeeds, MP3s, WiFi, Podcasting and Screencasting are terms that you may have heard mentioned, but do you know what they are and what are the impications for libraries? How are libraries utilising these technologies? How can they be applied in a library environment?

In addition to the manuals for the OPAL courses, the BHP Billiton skills.net courses are a valuable resource. They cover a variety of subjects including beginner's and advanced internet searching, courses on health, law as well as children's homework help.

- http://www.connectqld.org.au/asp/index.asp?pgid=3570

State Library has also developed a subject directory Netlinks which is ideal for identifying courses available on the internet. A search for “online tutorials” will result in many good sites.

- http://netlinks.slq.qld.gov.au

National Library of Australia has developed an excellent tutorial on Google. Click on – For – New Users - Teach yourself online – Searching the Internet.

- The National Library of Australia http://www.nla.gov.au/

3.2.2 Presentation Techniques

New information can be presented to the group using a number of different methods or presentation techniques. Some presentation techniques are discussed below: -

- Lecture

    - Easy to accurately judge timing.
    - Enables a lot of information to be imparted to a large group quickly.
    - Use it to introduce a session.
    - Keep it short ie. 15 – 20 minutes, after 20 minutes adult attention spans rapidly decline.
    - Use visual aids eg. Powerpoint slides, OHP or a video.
    - The lecturer determines the pace of learning, which is unlikely to suit all trainees.
    - Interaction is one way and feedback is difficult.

- Guest Speaker

    - An expert is invited to talk to the trainees about a subject.
    - The trainer could interview the guest speaker using a predetermined set of questions.

- Demonstration

    - Requires trainees to use all of their senses.

    - Use it when teaching a skill or procedure. Remember the correct way to demonstrate a skill is to use the following steps:-

        - Demonstrate at normal speed.
        - Demonstrate again slowly.
        - Have the trainees perform the skill under close supervision.
        - The trainees practice the skill.
        - Assess the trainees by asking questions or use a written test.

    - Ensure adequate preparation to reduce the risks of “things going wrong”.

- Case Study

    - Specific details of a problem are presented to the trainees usually in written form. The trainees are divided into groups, asked to discuss the problem and find a solution.
    - Trainees need to be given clear instructions.
    - Can be time consuming to prepare.

- Excursion

    - The trainees visit a location that provides a wide range of information.
    - Must be well planned with clearly stated objective/s and should include a debriefing on conclusion.
    - Keep trainees interested by giving them exercises to complete during the excursion.

- Video or Film

    - The trainees watch a video or film and afterwards discuss the contents.

- Questions

    - Can be used to introduce a case study or video/film, to reinforce what is being taught and to test what has been learnt.

    - The 6 different types of questions which may be used are as follows:-

        - Direct – questions are directed to a specific person eg. Sam "What are the 6 types of questions?"

        - Overhead – questions are directed to the whole group eg. "What are the 6 types of questions?"

        - Open – these questions usually start with what, when who or where eg. "Where will we hold our training session?"

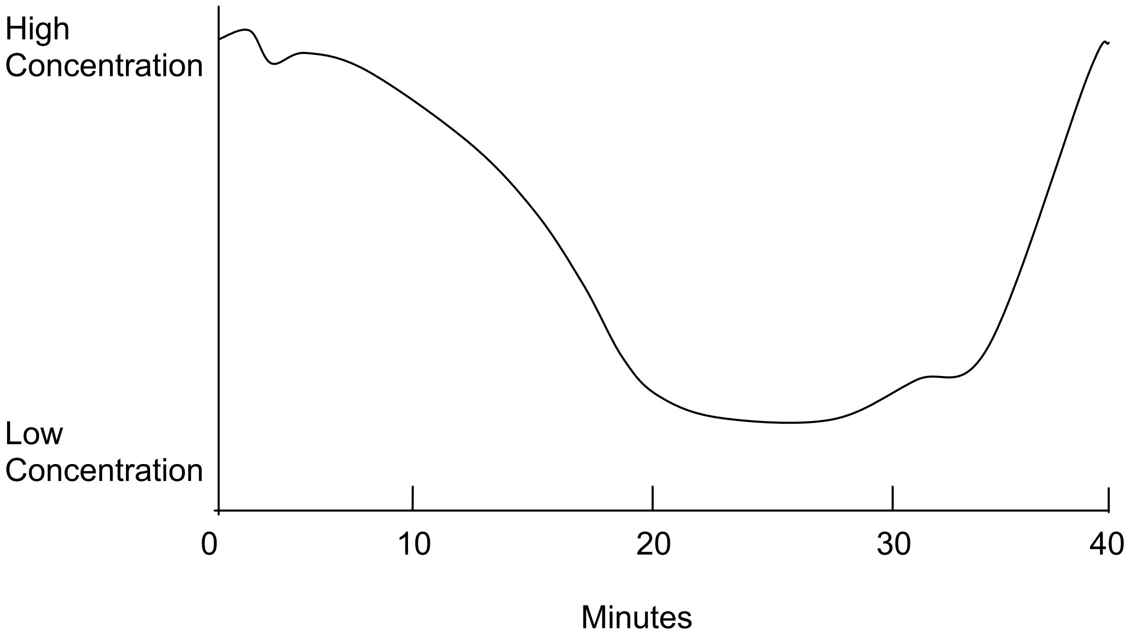
        - Closed – these questions usually require a yes or no answer eg. "Should we hold the training session in the library?"

        - Leading – a full description of a situation is given followed by a question designed to obtain a specific answer.

        - Rhetorical – these questions do not require answers but are designed to get trainees thinking.

- To make available learning more productive the session plan should take into account those periods where concentration is at its peak.

Group's concentration path
(From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996)



Example of structure:

- <u>Opening session – morning tea</u>
  Earlier on, lightweight, scene setting. Later laying down the foundation of future sessions and covering areas already aware of.
- <u>Morning tea – lunch time</u>
  Period best suited to heavy weight material. Introduce concepts, build on pre-existing knowledge, challenge thinking.
- <u>Post lunch – afternoon break</u>
  Overcome post lunch inertia by a short dynamic session. Participative exercises, discussions, high impact session. Followed by a brief refresher of the morning session to reinforce learning before expanding on areas covered. Keep the session punchy both in content and style.
- <u>Afternoon tea – close</u>
  Lighter activities, but don't wind down too early. Include reviews, action plans and commitments to change before drawing to a close.

3.2.3 Modifying content

Courses can be modified for a variety of reasons.

- o Time constraints – if you are shortening the course by a reasonable length you need to ensure that the integrity of the course is maintained. For example, some content may be delivered via a handout and simply referred to during the course.

- Participant's ability – if your group is a beginning group and you need to spend some time on basic skills such as using the mouse, you may need to omit some of the more advanced content. In the same way, if your group is well experienced you may need to trim some of the background content and focus more on the advanced sections.

- Technical reasons – if your course is designed for a datashow and a laptop, you can also deliver the same course from a pc and a datashow. If your datashow does not work, you can use your backup OHP slides. If you have no computers for hands-on, transfer the course to a demonstration instead. If you do this it is important to ensure that you continue to engage your participants through discussion and as much interaction as possible.
If your Internet connection is down, there are a couple of ways you can still view relevant web pages. One way is to save these web pages as HTML files to a floppy disk or your hard drive. These can then be viewed offline. The instructions for downloading a HTML file are as follows:

  Step 1. Open the web page to be saved in the web browser
  Step 2. From the menu bar click on **File > Save As**
  Step 3. near the top of the **Save Web Page** box select the location where you wish to save the file
  Step 4. At the bottom of the **Save Web Page** box beside **Save as type** select **Web page, HTML only (*.htm, *.html)**
  Step 5. Click on **Save**

- The second way you can view relevant web pages is by using cache files. A tool of all Web browsers is the browser cache, which helps pages to load more quickly. The first time you visit a web page, it is loaded straight from the server. The browser then saves a copy of the page and all the images in a file on your machine. The next time you go to that page, your browser opens the page from your hard drive rather than the server. This page, because it is stored on your hard drive can be viewed offline.

  The disadvantages of using cache files or saved HTML files are that you can only demonstrate as deep as you have saved pages. Also you need to be careful if using cache files that these files are not deleted by another person before you wish to deliver training.

- Content – you can include resources from your own library and use the course to promote them and teach people how to use them e.g. Online Catalogue, local databases, local council site, library website and features.

3.2.4 Training Aids

Incorporating training aids in the training sessions ensures that training material is presented in a variety of ways to cater for the diversity of trainee learning styles. In addition using training aids can create interest in the subject and improve trainees' attention. Some examples of training aids are as follows: -

- Datashow - can be expensive to purchase. Are there any groups in your community who could lend you one e.g. council, Rotary, school.
- Powerpoint slides – tutorials can be located through a simple search on Google for “powerpoint tutorials”
- Overhead projector transparencies – great backup
- Videos
- Whiteboard – good for group discussion and very handing for noting down questions to be answered later
- Flip charts
- Handouts – excellent support for the course. Remember that to be useful they must be kept up-to-date.
- Graphs/Posters

Training aids are most effective when: -

- They are simple and easy to understand.
- They are brief and concise. Each line on a slide should contain no more than 6-8 words.
- They are the correct size and are clearly visible.
- They are in colour.
- They have been proof read.

To avoid disasters always ensure you have practised using the equipment before the training session/s. Prepare a backup plan – just in case.

3.3 Training Venue

It is important to carefully consider the location or venue for the training. Conducting training in an unsuitable environment can reduce the effectiveness of the training and may also contravene health and safety requirements. The following factors should be taken into consideration when selecting a training venue: -

- Size of the room.
  The room needs to be large enough to accommodate all of the participants. It is suggested that for a classroom setting you should allow 2 to 2.5 square metres per person. You may need to provide extra space in the training room or use an adjoining room to accommodate additional desks and/or chairs needed for group work.

- Furniture.
  Chairs should be comfortable but firm. For training, which involves the use of computer equipment, chairs should be fully adjustable.
  Tables/desks should be large enough to accommodate the equipment and/or tools being used. Ideally workstations should be provided for computer training. It is a good idea if trainees are sitting for long periods of time to include a break with exercises every hour.

- Hardware/Software.
  Ensure the correct versions of hardware and software are installed or can be installed on the computer equipment. Check the speed of the Internet connection when several computers have a browser open and that an Information Technology officer will be available to provide any necessary support or assistance.

- Room Layout.
  Would the furniture be easy to rearrange? Are castors fitted? Is it lightweight or solid and heavy?
  The layout of the furniture can assist or impede the objectives of the training program being achieved. It is important that everyone can see and hear what is being presented. Before training begins the trainees will make assumptions about the format of the training program based on the seating plan used in the room. Some examples of room layouts are illustrated by Figures 3.3.1, 3.3.2, 3.3.3 & 3.3.4 on page 30.

Figure 3.3.1

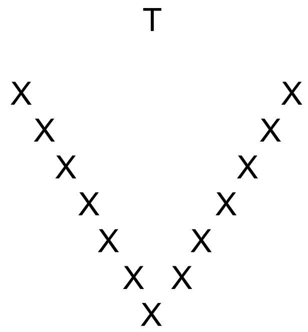
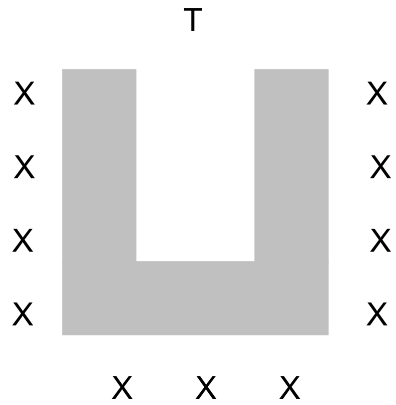
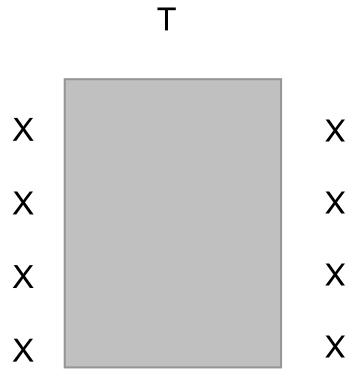


Figure 3.3.2



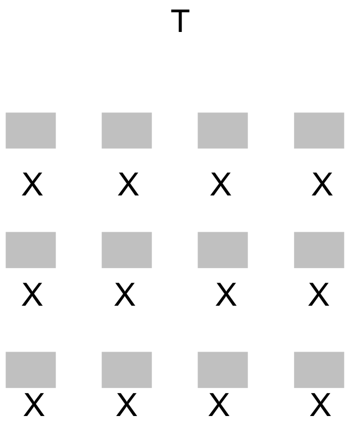
The layouts in Figures 3.3.1 and 3.3.2 above are suitable for groups numbering up to 20. They promote discussion, facilitate the use of visual aids and allow the trainer to move freely within the group.

Figure 3.3.3



This layout offers similar advantages to the layout above but does not allow the trainer to move as freely within the group.

Figure 3.3.4



This layout makes trainees feel like they are back at school. It discourages interaction & participation.

- Power outlets.
  Ensure you check and record the number and position of the power outlets. You may need to provide extension lead/s and power board/s. The

positioning of the power outlets may reduce the options for flexibility in the seating arrangements.

- Lighting.
  Adjustable lighting enables the trainer to change the lighting conditions according to the activities being used at different times in the training. For example, the lights would be dimmed while computer screens; training videos, datashows and overhead projectors were being used. Unfortunately it is usually a case of all or no light.
  When checking on a venue make sure you check the location of glass windows and doors. Do all windows and doors have blinds or curtains? Check that the coverings provided effectively block out the light. If not you might have to organise substitute coverings eg. a blanket or sheet. Too much light can cause glare on white boards and screens, making it difficult for trainees to see.

- Background noise.
  This can be very distracting to both trainer and trainee. When checking out a new venue ensure that you do so when adjoining areas are being used as this will give you a better indication of how much background noise there is likely be during your training.

- Other Distractions.
  Apart from uncovered windows and background noise irrelevant posters and paintings should be removed from the walls. Some trainees may also find walls painted in bright colours distracting.

- Access.
  Ensure that there is sufficient access for trainees with disabilities who may require wheelchairs or special equipment. We also need to ensure the venue is accessible by public transport and where possible that parking is available.

- Facilities.
  These include coffee/tea making facilities, toilets, telephones and fire exits.

- Acoustics.
  If the venue is large and/or there is likely to be background noise you may need to check if a public address system is available or make arrangements to obtain one.

- Air conditioning.
  The air conditioning unit in the training room may have a separate unit. This can be an advantage as it allows the temperature to be adjusted according to the preferences of the trainees. However, be aware that older air conditioning units are often noisy. If you have not used the room previously turn the air conditioning on to determine the level of noise it makes.

- Training Aids.
  Ensure you book the training aids required. If using training aids provided by the venue check they are in working order the day before so you have time to organise a replacement if necessary.

Exercise 3.1

Think about the room you currently train in or a room you would like to train in and what we have discussed about venues. What things would you like to change or what would be your ideal layout. Using the subjects in the outline below describe the training room as it is now and describe any changes you would like to make.

1. Size of the room

____

____

____

2. Furniture

____

____

____

3. Room layout

____

____

____

4. Hardware/software installed

____

____

____

5. Power outlets

6. Lighting

7. Background noise

8. Other Distractions

9. Access

10. Facilities

11. Acoustics

12. Air conditioning

3.4 Trainer Preparation

Now that you have completed the session plan you will need to complete the following tasks before delivering the training: -

- Prepare the training aids and trainees' resources eg. Powerpoint slides and instructional handouts. Always more material than you think will be required just in case the trainees complete activities more quickly than expected eg. extra questions for group discussion.

- Prepare cue cards. While the best trainers deliver training without notes, this may be a bit daunting if you are not very experienced in delivering training sessions. If you take in the entire script of the presentation chances are that you will not be able to quickly locate the text that you need. Instead, write the main points or phrases of the presentation on cue cards. Make sure you number the cards in case you drop them.

- Practice, practice, practice presenting the training session. This will assist you to develop confidence and will ensure that your session is the correct length. Rehearse your presentation by yourself initially ensuring you use the visual aids you intend to employ during the presentation. When you feel more confident conduct a presentation with some of your colleagues present. Have control over the environment where possible. If you are more comfortable and relaxed with the room set up a certain way, then try to have that setup.

- Make catering arrangements, book the venue and any training aids required. When booking the venue check that the software required is still installed.

- Mental preparation – do not make assumptions about participants and their skills – this can affect the way you train.

3.5 Promotion

Successful promotion will ensure that when you deliver training you will have a full house. You can target particular groups within your community with leaflets, brochures to attract them to your library. Other ideas include:

- Mail drops
- Leaflets with council newsletters/rates notices
- Ads on your web site/e-mail your members
- Ads in local paper/school newsletters or on the local radio station
- Through community groups
- DPI/ABC diaries on website

Be aware of policies within your organization about promotion. For example, any brochures you produce may need to be of a certain standard and include information eg council logo.

Ensure you have enough time to advertise your training. Most events need a 4 week promotion timeframe.

Do you have staff that have the skills to produce professional brochures?

Step 4

Delivering the Training

Objective:

By the end of this session participants will:

- be able to list 8 tips for delivering training
- be able to list 6 different personality types and discuss strategies for how to deal with them

4.1 Tips for Delivering the training

- **Non-verbal communication** – as much as 55% of a message's impact is construed from non-verbal communication. Intonation contributes to another 38% and **only 7% of understanding is distilled from the words themselves.**

- Non-verbal communication can affect the receipt of the message and the understanding of the message.

- An appropriate manner is: friendly, approachable, authoritative, confident

- Important non-verbals
  - a) Smile
  - b) Posture
  - c) Demeanor
  - d) Appearance
  - e) Eye contact
  - f) Gestures
  - g) Stance

- Verbal communication – your voice, when used correctly, can be a powerful instrument.

- The 5 P's of vocal projection:
  - a) Power
    - o Doesn't mean shouting
    - o Use your voice to gain the group's attention
    - o Find the correct volume level – not always easy
    - o Vary the volume of you voice (to emphasise points, avoid muffling, to keep interest)
  - b) Pitch
    - o Varying the pitch avoids a monotone presentation and helps retain interest
  - c) Pace
    - o Too slow – the group will get the impression that the trainer is plotting their course as they go and may send the group to sleep
    - o Too fast – too much information too fast and the mind gives up trying to process the barrage of information and gives up
    - o New ideas should be delivered at a slow, steady pace with opportunities for the group to register the info
    - o Background info, facts participants should already know can be delivered at a faster pace.
  - d) Passion
    - o Express your enthusiasm for the content through your voice
    - o Adds value through enjoyment
  - e) Pause
    - o A timely pause allows the group to assess the importance of what is being said
    - o A pause before speaking allows time for you to gather your thoughts and for the group to prepare themselves for what they are about to hear
    - o A pause can be used as punctuation

    - Is a good technique to highlight a significant point
    - A pause can be a good way to return to your original discussion after a disruption.

- Training in partnership. It can be a good strategy for beginning trainers to divide the course and present it with another trainer. This has the advantage of allowing a more experienced trainer to deliver a section of the course which is unfamiliar to the new trainer and to observe another style of training.

4.2 Building rapport

- Even though training is held in a group, **learning occurs individually.** For learning to take place each of the members of the group must feel that you have taken account of their individual circumstances and have tailored your approach accordingly.

- The ability to talk to a collection of people and yet make them feel as though you are addressing them individually is a skill that takes time.

- Some pointers for helping to build rapport include:
  (From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996)

  a) **The personal approach** – when you receive a response to a question mention the responder by name, and thank them for making a contribution. This increases self-worth, their stature within the group and encourages other to participate.

  b) **Encouragement** – unless participants feel that they can experiment with new approaches without fear of failure, they will never learn anything Build up confidence by reinforcing the aspects which indicate that trainees are learning. Emphasise what trainees are doing right, rather than dwelling on what was incorrect.

  c) **Involving people** – people learn most from direct experience. Design opportunities for participation into the training programme and indicate that the group's participation is valued.

  d) **Providing enthusiasm** – the more effort and enthusiasm you put into delivering your training, the more interest and motivation it will inspire in others as a result.

  e) **Creating understanding** – people must be able to understand what you say in order to respond. Use language that the group can identify with.
     - Don't use complicated language – *KISS – Keep it short and simple*
     - Don't talk down at people – don't confuse simplicity with simplistic.
     - If you use jargon make sure you explain it. Some jargon is essential for your participants to know about so don't avoid using it. But they do need to have it explained so that it is meaningful.
     - **Do leave people feeling positive, assured, motivated**

  f) **Empathizing with the group** – appreciate problems or difficulties that individuals might have without becoming involved yourself (remain objective).

  g) **Highlighting the areas in common** – emphasize areas you may share with your participants and continue to do this when a common aspect appears.

h) **Aligning yourself with the group** – instead of using comments like "you" or "they", use the all encompassing "we" to show that you regard yourself as part of the group.

4.3 Avoid at all costs

As a trainer there are certain things to avoid if you want your participants to enjoy the experience and if you want to be regarded as a credible trainer.

- **Overbooking** - decide how many people you can successfully train and ensure that you indicate this on the booking sheet so that people taking bookings can clearly see when the class is full. The number of trainees will depend upon the size of the room, the method of delivery, e.g. if you are providing hands-on training and have only four computers, your maximum number would be 4 (possible 8 if participants were willing to share), the length of the course, the age group and skill level of the participants and whether you are conducting the training with another trainer.

- **Going over time** – participants' book into a course at a particular time that suits their schedule. They may have children in care, other appointments, and work commitments. Finishing late will add to their stress and decrease learning. If you know you are going to finish later than expected, let the participants know so that they can make a decision to stay later or to leave on time. Let participants know what you have not covered and where they can find the information themselves at a later date.

- **Cancelling the training** – make a decision about the minimum number of people you are prepared to train and ensure that potential participants are given this information when they book. For example, 'If there are less than 5 people booked would you mind if we transferred your booking to the next class?" In this instance it is a good idea to ask participants to indicate a second preference to attend the course.

  If you are unable to deliver the training through illness or some other unexpected event, contact people as early as you can. It is a good idea to have a back-up trainer where possible in case of emergency.

- **Criticize trainees** – there is no doubt that some trainees will test your patience. Remember that for many trainees, this course may be the first learning they have undertaken since leaving school and they will feel very vulnerable. Find a tactful way of guiding them as no-one wants to be criticized openly

- **Long periods of sitting with no breaks** – be aware of your trainees' physical state. Look for signs of tiredness and glazed eyes. Breaks are essential and it is a good idea to be flexible about when they are taken. Generally speaking, an adult group needs a break after about one and a half hours whereas a children's group can sit for a much shorter time. If not a coffee break, do some stretching and eye exercises at the desk.

- **Incorrect information on promotional material** - time spent organizing promotional material is wasted if the information is not correct. It is very easy to type an incorrect date or time. Double check everything and then ask someone else to check it as well. It is too late once you have distributed your pamphlets etc.

- **Use one instructional method** – nothing will tire or bore your participants more than sitting listening to one voice talking at them. Intersperse your teaching with discussion, hands-on-practice, and some graphics – remember everyone learns differently and you need to try to cater for as many learning styles as you can – auditory, visual, and kinesthetic.

- **Making things up** – if you want to be a credible trainer, be prepared to admit that you do not know the answer to a question. Offer to find out the correct information and take their details so you can let participants know later. This is a great way to add to your own knowledge.

4.4 Managing trainee personality types

(From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996)

You can be certain that when conducting group training sessions you will have a diverse group of individuals in the audience. As the trainer you need to get everyone to work together for the training to achieve its goals. Some of the personality types and strategies for handling them are listed below:-

- **The positive participant:** These individuals can be a great help during discussions, encourage them to contribute.
- **The talking terror:**
  Strategies: Acknowledge comments made. Intervene tactfully and limit their talking time. Make eye contact with another participant and move towards them.
- **The great griper:** Someone who whines to avoid responsibility.
  Strategies: If the problem can be solved, insist on solving it by pinning them down to specifics, and avoid agreeing with their complaints. Ask them, "What results are you trying to achieve?" If the complaints are about the organisation or issues that cannot be solved in the session do not spend time exploring them. Point out that policy cannot be changed in the current session.
- **The pot plant:** (the silent participant)
  They may have just come to the presentation to listen or they may be limiting risk and seeking safety by refusing to respond.
  Strategies: Try to encourage them by asking direct questions to bring them to share their experiences with the group or bring them into the discussion with easy "how" and "what" questions. Implement the friendly, silent stare to encourage communication or appoint them as a small group leader.
- **The know it all:** They value facts, logic, and seek respect through acknowledged competence.
  Strategies: Thoroughly prepare, listen actively, and question with confidence, let the group deal with their theories and viewpoints.
- **The arguer/hostile or aggressive participant:** The bully who always needs to be right.
  Strategies: Redirect the question to the group. Acknowledge the positive points. Say something like "I appreciate your comments, but I would like to hear from others".
- **The conspirators:** (side conversations between participants)
  These can be distracting for the trainer and trainees.
  Strategies: Don't embarrass the talkers. Ask their opinion on the topic being discussed or ask if they would like to share their ideas. Stand near the talkers and ask a near-by participant a question so that the new discussion is near the talkers. As a last resort stop and wait.

4.5 Handling stress

- According to *The Book of Lists*, the fear of public speaking ranks number one in the minds of the majority of people. Far above the fear of death and disease, comes the fear of standing in front of a crowd.

- Whether you are a new or experienced trainer, a level of stress or anxiety is natural.

- Everyone suffers from stress irrespective of age, job or experience.

- Research indicates that it is essential that everyone suffers at some time or another from nerves. This is because a reasonable level of tension will set the adrenalin pumping and prepare the mind and body for the challenge ahead. (Too much tension however and panic will set in.)

- Stress cannot be eliminated completely. Understanding stress will help you to keep it at an acceptable level.

- Stress response arises from anticipating some form of threat. If you can assess a situation and believe it can be controlled then it follows that you shouldn't feel threatened and therefore not stressed.

- Stress is a matter of personal perception. Although it may seem like it is all in the mind, it is in fact an interpretive process where the consequences are physiological and very real. When a stress response is triggered, the body physically prepares for the perceived threat by:
  a) Releasing adrenalin into the system
  b) Increasing the heartbeat
  c) Altering breathing to become rapid and shallow
  d) Dilating the pupils of the eyes
  e) Tensing up the muscles
  f) Releasing sugar from the liver

- This may all happen without any conscious desire on our part!

- Stress is all about the future – it is generated from the "What if…" – it is a constant fear about what might happen. In reality our fears are often unjustified or unnecessary.

Tips for dealing with the stress of speaking in public

- be prepared and organized
- practice, practice, practice
- arrive early
- make sure everything works
- know your material
- put yourself in the shoes of your audience
- take a brisk walk and breath deeply
- convince yourself to relax

- be aware the trainees are on your side
- encourage an informal setting
- imagine yourself as a good speaker
- try to anticipate problems (student questions etc) and be prepared for this
- Smile
- Take a good luck charm – wear something you like

Addressing specific fears

(From D. Leigh, *Designing and delivering training for groups,* Kogan Page, 1996)

Fear: **Drying up (going blank)**
Keep clear notes as a safety net
Keep calm
Stop, pause, look at your notes
Repeat your last sentence (as if adding emphasis) while finding your place
Ask the group questions

Fear: **Belief everyone will know more than you**
Find out the level of course participants prior to the course
Read around the subject and not just the chapter ahead
Think about potential questions in advance
Speak to an expert before the course or enlist the assistance of those attending on the day e.g. 'Joe, you've been using this new system, what problems have you found?'

Fear: **Umming and Ahhing**
Know your material
Accept pauses may seem long and don't get embarrassed by them
Breathe silently instead of saying 'Uhmm'

Fear: **The group switching off**
Think about the group's needs in advance
Include enough breaks or changes in pace and style
Think about using visuals to provide greater clarification and stimulation
Can you use more opportunities for participation, feedback and interaction

Fear: **Missing out information**
Where the subject is complex, break sessions into smaller units divided by interim summaries to reinforce learning and ensure nothing is overlooked

Fear: **New faces**
Take time before the course to meet early arrivals – find out names and backgrounds
View the group as a collection of individuals rather than *'en masse'*
Meeting and chatting before the course will prove they aren't just faces and will help establish rapport

Physical effects

Shaking hands/knocking knees

Diffuse energy using natural movements such as pointing out things
avoid holding onto equipment to try and control the shaking

Palpitations

Slow yourself down by taking three deep breaths and holding each one for a count of 3 before exhaling

Mild dizziness

Sit down, keep oxygen pumping by curling and uncurling your toes

Dry mouth

Where possible avoid drinking water (you may gulp and get hiccups)
Avoid eating sweets or mints
Gently bite the tip of your tongue which will produce more saliva and help you to lubricate the mouth

Wet mouth

Slow down your rate of speech
Take a deep breath at the end of each sentence or topic
At a suitable moment pause, place your tongue behind your upper front teeth and suck in air with your teeth clenched. This will dry up excess saliva without drying up the tongue. A dried up tongue will stick to the roof of your mouth.

Step 5

Evaluation

Objective:

By the end of this session participants will:

- be able to list the 4 levels of training outcomes and how to measure them

5.1 Evaluating the Training

- The main reason we evaluate training is to establish if it has been effective i.e. has it filled the gaps in the trainee's knowledge and/or provided the skills lacking as identified in the Training Needs Analysis.

- Evaluation needs to be consistent across training groups

- A system of scoring is required that is as specific as possible and avoiding imprecise or ambiguous terms (to avoid confusion on the part of the participants). It should also remain objective.

- How do we measure if training has been effective? Donald Kirkpatrick developed a model in 1958 that analysed evaluation by dividing it into 4 different categories. The most common form of evaluation is one based on the trainees' reactions to the programme. This may be the simplest area to carry out assessment but at best only give a broad indication of effectiveness. In order to obtain the complete impact of a training program all 4 categories need to be evaluated.

a) Reaction evaluation – provides an analysis of trainee's attitudes towards a specified training programme. Areas where reaction evaluation can be perceptive include:
- Reactions to course content
- Effect of the trainer's delivery
- Appropriateness of learning objectives
- Clarity of handouts
- Use of visual supports
- Suitability of facilities
- Degree of participation
- Level of understanding
- Relevance of work

This is the kind of information we are seeking by filling out an Evaluation Form at the end of the training. It relates to the course just delivered and can be used to tailor and improve courses.

b) Learning evaluation – participants are tested before and after the training to determine if anything has been learnt.

The training we deliver to our community is not formal training and testing is not an appropriate tool. As a trainer, you can observe throughout the course whether participants have learned a skill by watching them practice. Participants will often give you verbal feedback at the time eg " I never knew what that meant until today"

c) Behaviour evaluation – Feedback tools are used to determine if participants have applied the skills and knowledge from the training course to their jobs. Most commonly measured by observing the trainee on the job.

Since our participants come from the community at large and are not employees, we are not able to observe them on the job. We can however observe a participant in the library using the Internet successfully after attending training.

d) **Results evaluation** – did the program achieve the overall results we were looking for? An example of a measure in terms of public internet training might be the number of people using the Internet in the library – has it increased since training? Are there fewer queries at the reference desk about how to use the Internet?

- Other reasons for measuring training outcomes may include:
  a) To provide feedback which can assist measuring the effectiveness of the trainer
  b) Provides data that may illustrate the benefits to the organization of providing training programs.

5.1.1 Evaluation and follow-up evaluation forms

The following is the OPAL Training evaluation form and the follow-up evaluation form. You may like to have a look at these forms and modify them for your own use.

state library of queensland
www.slq.qld.gov.au

Queensland Government

Course:
Date:
Venue:

Training Evaluation

Name: …………………………………… **E-mail**: ……………………………………………………..
(*optional*) (*optional*)

Please tick a circle to indicate your answer to each question.

1 = very poor 2 = poor 3 = satisfactory 4 = good 5 = excellent

	1	2	3	4	5
1. How well did the course					
Meet the course objectives/goals?	❍	❍	❍	❍	❍
Assist your learning in this area?	❍	❍	❍	❍	❍
Enable you to participate?	❍	❍	❍	❍	❍
Provide a variety of learning activities?	❍	❍	❍	❍	❍

Comments:
……………………………………………………………………………………
……………………………………………………………………………………
……………

	1	2	3	4	5
2. Course					
How easy was the course to understand?	❍	❍	❍	❍	❍

Comments:
……………………………………………………………………………………
……………………………………………………………………………………
……………

3. **Learning materials** **1** **2** **3** **4** **5**

How clear were the learning materials? ❍ ❍ ❍ ❍ ❍

How useful were the learning materials? ❍ ❍ ❍ ❍ ❍

Comments:
…………………………………………………………………………………….

……………………………………………………………………………………………………

4. **Trainer – Name …………………** (*optional)*

How clear were explanations provided by **1** **2** **3** **4** **5**

the trainer? ❍ ❍ ❍ ❍ ❍

How responsive was the trainer to your learning needs? ❍ ❍ ❍ ❍ ❍

Comments:
…………………………………………………………………………………….

……………………………………………………………………………………………………

5. **Is this the first State Library training program you have *ever* attended?**

Yes ❍ No ❍

6. **What was the most useful part of the course?**

…………………………………………………………………………………………..

…………………………………………………………………………………………..

7. **What could be improved about the course?**

……………………………………………………………………………………………

………………………………………………………………………………………………

8. What other topics are you interested in exploring on the Internet?

……………………………………………………………………………………………
...

……………………………………………………………………………………………
...

9. Other comments/suggestions (eg venue, catering)

……………………………………………………………………………………………
…

……………………………………………………………………………………………

	1	**2**	**3**	**4**	**5**
10. How would you rate the course overall?	❍	❍	❍	❍	❍

11. Would you recommend this course to other library staff? Yes ❍
No ❍

OPTIONAL
You do not have to answer these questions. They are included to assist the State Library of Queensland with future planning of services.

12. Sex: (please tick one)

Female ❍
Male ❍

13. Age: (please tick one)

0 – 4 ❍ 5 -14 ❍ 15 – 24 ❍ 25 – 34 ❍ 35 – 44 ❍
45 – 54 ❍ 55 - 64 ❍ 65+ ❍

14. Background:

Do you identify with any of the following groups? (please tick yes or no)

Yes No

People of Aboriginal/Torres Strait/ South Sea Islander descent? ❍ ❍

People from a non-English speaking background? ❍ ❍

People with a disability? ❍ ❍

15. Are you interested in subscribing to the OPALInfo mailing list? OPALInfo is a discussion list for public library staff dealing with information technology public access issues and ongoing OPAL Training courses? If yes, please provide your email address.

Email:
……………………………………………………………………………………

16. Please indicate if your comments and/or photo may be used anonymously by the State Library of Queensland in publications including the website. (Please tick yes or no)

Yes ❍ No ❍

Thank you for your feedback.

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Queensland Government

OPAL Training Follow-up Evaluation Survey

Course Attended ______________________ Name ______________________

1. Indicate the ways you have used the <u>information</u> you acquired from the training?:

Information could include, knowledge of new technologies; new resources – websites, databases; or content covered in the courses.

- O To improve the knowledge base of other library staff. *Provide examples*________

  ____

- O To improve or develop services in my library. *Provide examples* of *service improvements and developments* - ____

  - ____

- O To provide services for clients. *Provide examples of information shared with clients*________________

  ____

- O To broaden my knowledge base
- O To access services for myself
- O Other (provide specific examples) ______________________________________

____

Comments:- ____

____

2. Indicate the various ways you have used the <u>skills</u> you acquired from the training:

Skills could include improved Internet or database searching skills; training skills; research skills

- O To train other library staff *Training carried out*_____________________________

  ____

- O To improve or develop services in my library
- O To provide services for clients
- O To access services for myself
- O Other (provide specific examples) ______________________________________

  ____

Comments:- ____

____

3. Indicate the ways you used the <u>resources</u> provided in the training:

Resources could include your workbook, any templates supplied during the training session

- O To train others library staff. *Resources used* ____
- O As a personal reference tool
- O To improve or develop services in my library. *Provide examples* ____
- O To provide services for clients. *Provide examples* ____
- O To access services for myself
- O Other (provide specific examples) ____

Comments:- ____

4. Was the training worth your time and effort to attend?

- O No
- O Not sure
- O Yes

If **No** or **Not Sure** please indicate why ____

5. General comments about the course you attended: ____________________________

____

____

____

6. What other topics are you interested in exploring on the Internet? ______________

____

____

____

Please return the completed form by fax ……………………. or email…………….

Thank you for taking the time to complete and return this survey

---

5.2 Self evaluation

- May assist us to improve our effectiveness as a trainer by using a checklist to rate our performance
- We could also ask colleagues and/or trainees to assess our training effectiveness by asking them to complete the checklist on page 45.
- Trainer's secret weapon – what did I learn from that. After training, sit quietly with a cuppa, reflect on the session, keep a journal of learnings for the next time. This will ensure that you celebrate your successes and learn how to improve those things that did not go quite so well.

Self-evaluation may assist us to improve our effectiveness as a trainer by using a checklist to rate our own performance. An example of a checklist is provided by Figure 5.2. We could also ask our colleagues and/or trainees to assess our training effectiveness by asking them to complete the checklist.

Figure 5.2 Trainer's Self-Evaluation Checklist

TRAINER'S EVALUATION CHECKLIST

Name: ____________________(Optional) Date:______________

Title of Training Course:_____________________________

Please rate the trainer on each of the criteria listed by circling one number. A rating of 1 represents a low standard; a rating of 3 represents a satisfactory standard while a rating of 5 represents a high standard.

Criteria	**Rating**
Training Aims and Objectives	
Were training course aims clearly explained?	1 2 3 4 5
Were training course objectives clearly explained?	1 2 3 4 5
Session/s	
Was the session content appropriate for the group?	1 2 3 4 5
Was the content arranged in a logical sequence?	1 2 3 4 5
Were time limits for the training session/s adequate?	1 2 3 4 5
Was the pace of the training appropriate to the trainees' knowledge and experience?	1 2 3 4 5
Trainee Activities	
Were the trainee activities used appropriate?	1 2 3 4 5
Were less vocal participants encouraged to participate?	1 2 3 4 5
Was good rapport with the group maintained throughout the session/s?	1 2 3 4 5
Training Aids	
Were the training aids relevant and up-to-date?	1 2 3 4 5
Were the visual aids used appropriate to the session/s content?	1 2 3 4 5
Clarity of Expression	
Did the trainer speak in a loud, clear voice?	1 2 3 4 5
Did the trainer use changes in voice intonation?	1 2 3 4 5
Was good eye contact maintained throughout the session/s?	1 2 3 4 5
Did the trainer use language the trainees could understand?	1 2 3 4 5
Non-verbal	
Did the trainer use appropriate body language?	1 2 3 4 5
Trainer Techniques	
Was the trainer well prepared? eg. handouts	1 2 3 4 5
Did the trainer listen effectively?	1 2 3 4 5
Did the trainer use a variety of question types? Eg. open, closed	1 2 3 4 5

1. What was done well? ____
2. What changes would you suggest? ______________________________
3. Any other comments? ____
____

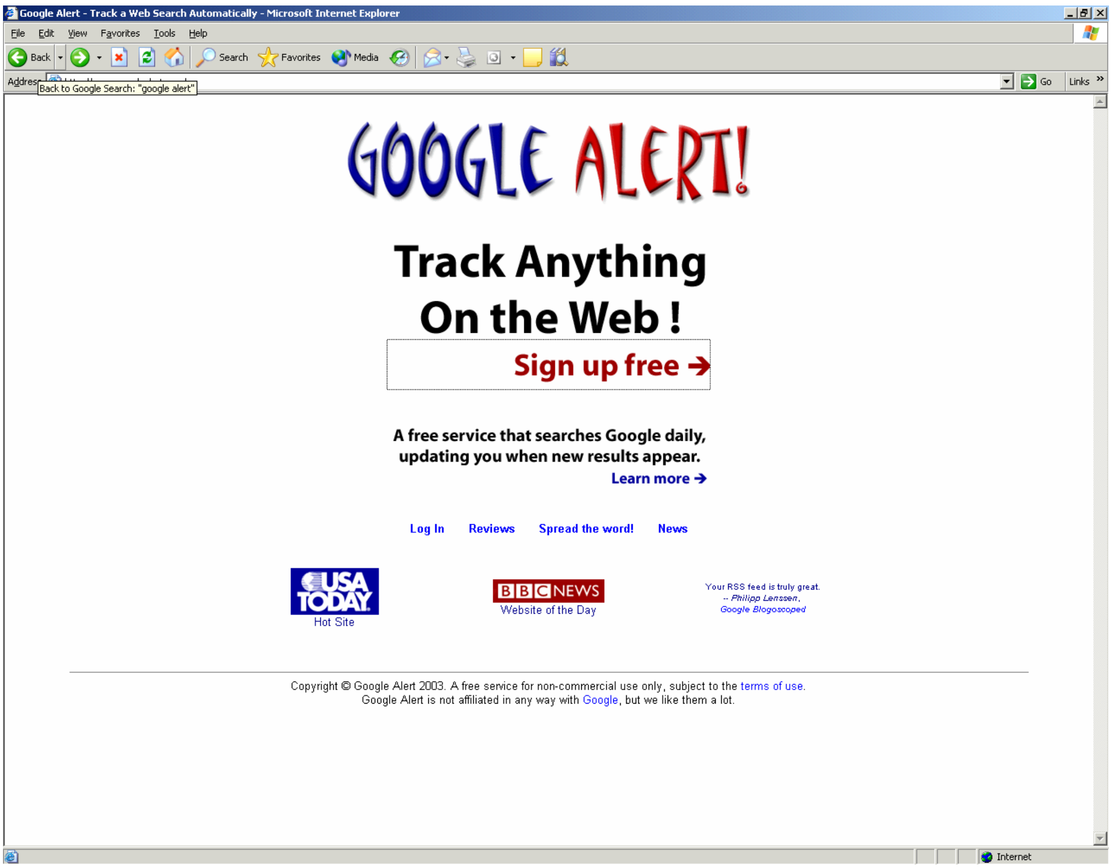
Professional Development as a Trainer

For training to be relevant, content needs to be updated on a regular basis. The training courses developed by State Library are updated and maintained so that library staff using them to deliver training, can do so with confidence. State Library also maintains on its website a section on professional development with great resources.

For each trainer the challenge is to keep up-to date with the course content and with the library profession in general so that you are aware of changes in technology, the environment and other areas that impact on your training knowledge.

One way to do this is to use an **automatic alerting device**. This is an excellent, time-saving way to keep up to date. We will look at two ways of doing this. The first is through www.googlealert.com

Signing up is free and results can be emailed to you daily or at a frequency you decide upon. Simply type the keywords for your search and you will receive any new information by email.



Google Alert has no affiliation with Google. Google now has it’s own alerting feature and this can be set up at www.google.com/alerts

The second automatic alerting device is through ***EBSCO*** available on the State Library of Queensland website www.slq.qld.gov.au

- From the SLQ homepage follow this path to the EBSCOhost search screen:

  www.slq.qld.gov.au → Find…. → Articles in journals… → Indexes and databases → Queensland wide databases → Australia/New Zealand Reference Center

- To access the alerting facility you need to sign into EBSCOhost which you can do by clicking on link, "Sign into My EBSCOhost" underneath the EBSCOhost logo on the top left hand corner of the screen.

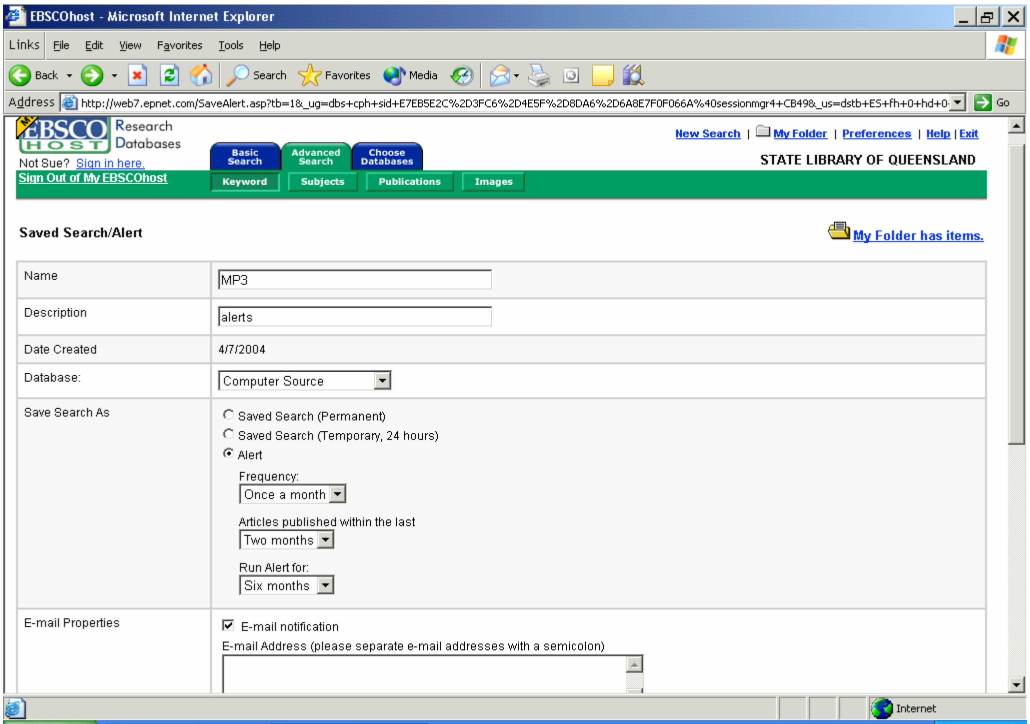
- If you are a new user, click on the link "I'm a new user" to set up an account.

- Once you've set up an account, click on the Advanced Search tab at the top of the screen.

- Set up the search you want alerting on by entering in keywords and selecting any limiters or expanders. Click on the search tab.

- Once you have got the results from your search, click on the Search history/Alerts tab at the top of the results box.

- From here you will now be able to save this search as an alert. Click on the Save Searches/Alerts link. You then need to fill in the following screen to set up the alert.



- Important - in the "Save Search As" field select Alert – this will then bring up the drop down boxes to allow you to select how frequently you want the alerts, how long you want the alert run for and the publication date of the articles retrieved.

- The help function of EBSCO is very useful in taking you through the steps you need to set up an alert

- You can also set up journal alerts with EBSCO. These will email to you the contents page of the latest addition of the journal/s you've selected as soon as it becomes available through EBSCO.

- To set up a journal alert, sign into your EBSCO account and click on the publication tab. Find the title of the journal you wish to receive alerts for. You can do this either by browsing or conducting a search using the search box. Click on the title of the publication you want an alert for and this should take you to the publication details screen for that journal. In the top right hand corner of publications box there should be a hyperlink that says Journal Alert. Click on this link and fill in the details to set up your alert.

There are many **websites** that you can visit that will keep you up-to-date and provide some excellent current information about training and Internet issues. Have a look at the following:

www.webjunction.org

www.searchenginewatch.com

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm

Try **Netlinks** to keep current with various issues related to the Internet. From State Library's homepage, www.slq.qld.gov.au follow this path: Netlinks → Information technology → Internet.

Online discussion groups are another excellent way to develop your training skills by connecting with other trainers online. The *opalinfo list* hosted by State Library of Queensland would be an excellent group to join.

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